

Teacher's Scoring Guide



Grade 7
English/Language Arts
Fall 2008

Indiana Statewide Testing for Educational Progress



Developed and published under contract with State of Indiana Department of Education by CTB/McGraw-Hill LLC, a subsidiary of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 2008 by State of Indiana Department of Education. All rights reserved. Expressly for use by State of Indiana educators and citizens. Only State of Indiana educators and citizens may copy, download, and/or print the document, located online at <http://www.doe.in.gov>. Any other use or reproduction of this document, in whole or in part, requires written permission of State of Indiana Department of Education.

INTRODUCTION

During the fall of 2008, Indiana students in Grades 3 through 8 and Grade 10 participated in the administration of *ISTEP+*. The test for *ISTEP+* Fall 2008 consisted of a multiple-choice section and an applied skills section. For the fall testing, the multiple-choice section was machine-scored. The applied skills section consisted of multiple-choice questions, open-ended questions, and a writing prompt. The multiple-choice questions were machine-scored, while the open-ended questions and writing prompt were hand-scored.

Test results for both the multiple-choice and applied skills sections as well as images of the applied skills student responses will be available online in late November 2008. *ISTEP+* Student Labels and Student Reports will be sent to the schools in early December 2008. It is the expectation of the Indiana Department of Education that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To support this endeavor, the Indiana Department of Education has prepared the following *Teacher's Scoring Guide*. The purpose of this guide is to help teachers to:

- understand the methods used to score the *ISTEP+* Fall 2008 applied skills section, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Student Report and a copy of the student's applied skills responses.

There are three scoring guides for Grade 7, English/Language Arts, Mathematics, and Science. In this English/Language Arts guide, you will find:

- an introduction,
- a list of the English/Language Arts Grade 6 Indiana Academic Standards,*
- rubrics (scoring rules) used to score the open-ended questions and the writing prompt,
- multiple-choice questions with correct response indicated,
- anchor papers that are actual examples of student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail (istep@doe.in.gov) or call the Indiana Department of Education at (317) 232-9050.

* Because *ISTEP+* is administered early in the fall, the Grade 7 test is based on the academic standards through Grade 6.

INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard language (grammar) conventions is valuable. This is why the Indiana Department of Education developed a writing assessment for *ISTEP+*. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar, punctuation, and capitalization).

The writing assessment developed for *ISTEP+* is based on the recognition that writing is a process. For this reason, the writing tasks are aligned as closely as possible with the writing process.

Students

- **are given a writing prompt.**
The prompt describes what the students should write about. For example, in Grade 7 the students were asked to write an essay in which they describe what the perfect school day might look like to them.
- **engage in pre-writing and drafting.**
Pre-writing and drafting are planning phases. During these phases, students begin to organize and put their ideas on paper. The pre-writing and initial drafts are not scored.
- **revise their writing.**
During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"
- **edit their writing.**
The focus during the editing phase is on the correct use of paragraphing, grammar, word usage, spelling, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.
- **complete a revised and edited draft.**
The revised and edited draft is the completed student response. **Only this revised and edited draft is scored.**

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

RUBRICS FOR THE WRITING ASSESSMENT

A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on *ISTEP+*.

- **Writing Applications Rubric**

This rubric assesses the students' ability to communicate their ideas effectively. The Grades 6–12 Writing Applications Rubric has four major categories: (1) Ideas and Content, (2) Organization, (3) Style, and (4) Voice. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Writing Applications Rubric on pages 10 through 15.

- **Language Conventions Rubric**

This rubric assesses students' abilities to use paragraphing, grammar, word usage, spelling, punctuation, and capitalization. The Grades 6–8 Language Conventions Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language Conventions Rubric, see page 16.

In conjunction with the writing rubrics, anchor papers are used to score student writing. **Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point.** Anchor papers for Writing Applications and Language Conventions are shown on pages 21 through 30. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Applications and one for Language Conventions. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the **best overall description of the performance**. In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Applications and Language Conventions scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.

RUBRICS FOR THE WRITING ASSESSMENT (cont.)

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text
- E Response not related to test question or scoring rule

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to use rubrics as a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.

SCORING NOTE FOR LANGUAGE CONVENTIONS

In the writing prompt and extended-response question, students are not penalized more than once for a given error (e.g., a capitalization or punctuation error associated with a run-on sentence or sentence fragment).

ENGLISH/LANGUAGE ARTS GRADE 6 INDIANA ACADEMIC STANDARDS

- ❑ **READING: Word Recognition, Fluency, and Vocabulary Development**
Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- ❑ **READING: Comprehension and Analysis of Nonfiction and Informational Text**
Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.in.gov/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.
- ❑ **READING: Comprehension and Analysis of Literary Text**
Students read and respond to grade-level-appropriate historically or culturally significant works of literature. The selections in the **Indiana Reading List** (www.doe.in.gov/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.
- ❑ **WRITING: Processes and Features**
Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.
- ❑ **WRITING: Applications**
At Grade 6, students write narrative, expository (informational), persuasive, and descriptive texts (research reports of 400 to 700 words or more). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4—WRITING: Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.
- ❑ **WRITING: English Language Conventions**
Students write using Standard English conventions appropriate to this grade level.
- ❑ **LISTENING AND SPEAKING: Skills, Strategies, and Applications**
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized, formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

(Because this standard does not lend itself to a paper-and-pencil test, it is not currently assessed by ISTEP+.)

NOTE: This page provides an overview of the Indiana Academic Standards. The IDOE Web site at www.doe.in.gov contains a complete version of the Indiana Academic Standards, which may be downloaded.

WRITING APPLICATIONS OVERVIEW

Grades 6–12

Overview of the Writing Applications Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the six score points, refer to the Writing Applications Rubric on pages 10 through 15. For information about the Language Conventions Rubric, turn to page 16.

Score Level	Ideas and Content	Organization
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> fully accomplish the task? include thorough, relevant, and complete ideas? 	<ul style="list-style-type: none"> organize ideas logically?
5	<ul style="list-style-type: none"> fully accomplish the task? include many relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
4	<ul style="list-style-type: none"> accomplish the task? include relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
3	<ul style="list-style-type: none"> minimally accomplish the task? include some relevant ideas? 	<ul style="list-style-type: none"> exhibit an attempt to organize ideas logically?
2	<ul style="list-style-type: none"> only partially accomplish the task? include few relevant ideas? 	<ul style="list-style-type: none"> exhibit a minimal attempt to organize ideas logically?
1	<ul style="list-style-type: none"> fail to accomplish the task? include very few relevant ideas? 	<ul style="list-style-type: none"> organize ideas illogically?

Chart continues on page 9.

WRITING APPLICATIONS OVERVIEW

Grades 6–12

Chart continued from page 8.

Score Level	Style	Voice
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> exhibit exceptional word usage? demonstrate exceptional writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
5	<ul style="list-style-type: none"> exhibit very good word usage? demonstrate very good writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
4	<ul style="list-style-type: none"> exhibit good word usage? demonstrate good writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
3	<ul style="list-style-type: none"> exhibit ordinary word usage? demonstrate average writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
2	<ul style="list-style-type: none"> exhibit minimal word usage? demonstrate minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?
1	<ul style="list-style-type: none"> exhibit less than minimal word usage? demonstrate less than minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?

NOTE: The chart on pages 8–9 is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers and may be found on pages 10 through 15.

Writing Applications Rubric Grades 6–12

SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

Ideas and Content

Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea without going off on tangents?
- stay completely focused on topic and task?

Does the writing sample include thorough, relevant, and complete ideas? Does it

- include in-depth information and exceptional supporting details that are fully developed?
- fully explore many facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?
- progress in an order that enhances meaning?
- include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?

Style

Does the writing sample exhibit exceptional word usage? Does it

- include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?
- demonstrate control of a challenging vocabulary?

Does the writing sample demonstrate exceptional writing technique?

- Is the writing exceptionally fluent?
- Does it include varied sentence patterns, including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a strong sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 5	
<p>A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.</p>	
Ideas and Content	
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide in-depth information and more than adequate supporting details that are developed? • explore many facets of the topic? 	
Organization	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.) 	
Style	
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)? 	
Voice	
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)? 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

Style

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 3	
<p>A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>	
Ideas and Content	
<p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic? 	
Organization	
<p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?) 	
Style	
<p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate average writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable? 	
Voice	
<p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective? 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- attempt a main idea?
- sometimes lose focus or ineffectively display focus?

Does the writing sample include few relevant ideas? Does it

- include little information and few or no details?
- explore only one or two facets of the topic?

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Some words may be used incorrectly.)
- demonstrate minimal control of vocabulary?

Does the writing sample demonstrate minimal writing technique?

- Does the writing exhibit some fluency?
- Does it rely mostly on simple sentences?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 1
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>
<p>Ideas and Content</p> <p>Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it</p> <ul style="list-style-type: none"> • difficult for the reader to discern the main idea? • too brief or too repetitive to establish or maintain a focus? <p>Does the writing sample include very few relevant ideas?</p> <ul style="list-style-type: none"> • Does it include little information with few or no details or unrelated details? • Is it unsuccessful in attempts to explore any facets of the prompt?
<p>Organization</p> <p>Are the ideas in the writing sample organized illogically?</p> <ul style="list-style-type: none"> • Does it have only one or two of the three elements: beginning, middle, or end? • Is it difficult to follow, with the order possibly difficult to discern? • Are transitions weak or absent (e.g., without topic sentences)?
<p>Style</p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain limited vocabulary, with many words used incorrectly? • demonstrate minimal or less than minimal control of vocabulary? <p>Does the writing sample demonstrate less than minimal writing technique? Does it</p> <ul style="list-style-type: none"> • lack fluency? • demonstrate problems with sentence patterns? • consist of writing that is flat and lifeless?
<p>Voice</p> <p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate difficulty in choosing an appropriate register? • demonstrate a lack of a sense of audience? • lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Language Conventions Rubric Grades 6–8

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Do words have very few or no capitalization errors? • Do sentences have very few or no punctuation errors? • Do words have very few or no spelling errors? • Do sentences have very few or no grammar or word usage errors? • Writing has very few or no paragraphing errors. • Writing has very few or no run-on sentences or sentence fragments.
Score	Does the writing sample exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> • Do words have occasional capitalization errors? • Do sentences have occasional punctuation errors? • Do words have occasional spelling errors? • Do sentences have occasional grammar or word usage errors? • Writing may have occasional paragraphing errors. • Writing may have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Do words have frequent capitalization errors? • Do sentences have frequent punctuation errors? • Do words have frequent spelling errors? • Do sentences have frequent grammar or word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Do words have many capitalization errors? • Do sentences have many punctuation errors? • Do words have many spelling errors? • Do sentences have many grammar and word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–8.

WRITING PROMPT AND STUDENT ANCHOR PAPERS

The following section contains an overview of the fall 2008 writing prompt. This section also includes transcriptions of student anchor papers that received particular scores based on the Writing Applications and Language Conventions rubrics found on pages 10 through 16 of this guide. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers included in the scoring guide, actual names of people are often replaced by initials. Similarly, actual places are often replaced by generic designations (e.g., *Anytown* or *Hometown*).

Writing Prompt

WRITING: Applications/English Language Conventions

Pages 18 and 19 provide an overview of the parts of the writing prompt.

Writing Prompt

The prompt describes what ideas students should include in their writing.

A Perfect Day at School

Read the writing prompt below and complete the writing activity.

Your principal and teachers have been trying to redesign the school day to help all students be more successful in school. Every student will still be expected to come to school every day, but school could start and end at different times or different classes could even be offered.

Write an essay to submit to your principal in which you describe what the perfect school day might look like to you.

Be sure to include

- when you might arrive at school
- when you might leave school
- what classes you might take
- what other opportunities you might have during the day
- an introduction, a body, and a conclusion to your essay



Use the Pre-Writing/Planning space or additional paper for notes, lists, webs, outlines, or anything else that might help you plan your writing. Then write your essay on the lined pages. Be sure to write neatly. Using the Editing Checklist on page 43, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Pre-Writing/Planning

Students can use the Pre-Writing/Planning space to help them focus their thoughts on the requirements of the prompt and to generate ideas to include in their writing. **The writing on the Pre-Writing/Planning pages is not scored.**

Writing Icon

The writing icon, which appears before both the writing prompt and the extended-response question, alerts the student that the response will be scored for writing. The writing icon boxes on pages 36 and 46 of the test book include the criteria by which the writing will be judged.

Editing Checklist

The Editing Checklist appears after the final draft and reminds students to review their writing for correct paragraphing, grammar, spelling, punctuation, and capitalization.



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

Editing Checklist

- 1** Check your capitalization and punctuation.
- 2** Spell all words correctly.
- 3** Check for sentence fragments or run-on sentences.
- 4** Keep verb tense consistent.
- 5** Make sure subject and verb agree.
- 6** Use words according to the rules of Standard English.
- 7** Remember to paragraph correctly.

Writing Applications

Score Point 6

The following list describes a writing sample (shown on the next page) that earns a **Score Point 6** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task (i.e., writes a unified essay that describes what a perfect school day would be like).
- stays completely focused on the task and explores all facets of the topic.
- includes a wealth of supporting details and in-depth information (e.g., *We should have an A and B day. On A days, we would have Math and Science. On B days, we would have Social Studies and Literature*).
- organizes ideas logically and creates a meaningful, cohesive whole; has a strong introduction that draws in the reader (e.g., *Kids are slacking in their classes. The average school day is boring*), supporting details in the body, and a definite conclusion (e.g., *There are many changes this school needs*).
- uses transitions effectively (e.g., *If we didn't have the chance to play the games and have gym, we should be offered [a chance] to take a foreign language class*).
- demonstrates very good word usage, varying vocabulary throughout the essay (e.g., *Learning a different language gives people a chance to learn about the country; We don't have enough time to socialize at lunch*).
- is fluent and easy to read and exhibits varied sentence structures, including complex sentences (e.g., *Since that would only take up two hours of our day, we would have gym and study hall on A days*).
- displays a strong sense of audience and an original perspective (e.g., *Kids will do better with more fun changes to the school*).

NOTE: A Score Point 6 paper is an outstanding performance and therefore is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding paper.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has a few punctuation errors (e.g., *They are so tired at school, [no comma] and can't concentrate*).
- contains a few spelling errors (e.g., *to [too], succes [succeed]*).
- has a few grammar and word usage errors, although these appear to be of the first-draft variety.*
- uses paragraphing very effectively.
- has one run-on sentence (e.g., *The average day of school is boring, [.] therefore [Therefore] kids don't do their best*), but no sentence fragments.

*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

Essay

Title: A Perfect Day at School

Kids are slacking in their classes. The average day of school is boring, therefore, kids don't do their best. There are many things our school could do to make the school more of a perfect day for kids. Our school needs change.

School starts too early. Kids don't get enough sleep at night. They are so tired at school, and can't concentrate. The time of school needs to change. It should start at 9:00 A.M. and end at 2:30 P.M. That would be a start to more of a perfect day.

There are too many classes in one day. We should have an A and B day. On A days, we would have Math and Science. On B days, we would have Social Studies and Literature. Our classes would be one hour long. Since that would only take up two hours of our day, we would have gym and study hall on A days. Obesity has become a problem. People need to get more active. On B days, we would do group activities. We could do trivia or play games. Those would also make the day more perfect.

If we didn't have the chance to play the games and have gym, we should be offered to take a foreign language class. The options would be Spanish, French, or Portuguese. Learning a different language gives people a chance to learn about the country, and their ways of life. We would also play games to learn the words but have fun at the same time.

We don't have enough time to socialize at lunch. We need at least an hour long lunch. It takes at least ten minutes to get through the lunch line. The other fifty minutes would be to eat and talk to friends. That also gives us a chance to talk to friends that sit at other tables. We need an hour long lunch.

Shoving and pushing happens too much to get to your locker and to your next class. We need ten minute passing periods. This prevents shoving and pushing to hurry. Kids also don't get hurt as much.

There are many changes this school needs. Kids will do better with more fun changes to the school. Many changes are possible to help kids in school succeed. That would be a perfect day. Our school needs change.

Writing Applications

Score Point 5

The following list describes a writing sample (shown on the next page) that earns a **Score Point 5** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task (i.e., writes a unified essay that describes what a perfect school day would be like).
- stays focused on the task and explores all facets of the topic.
- includes many relevant details that are fully developed (e.g., *Kids could chose [choose] set times when school started, such as 8:30, 10:30, and 12:30*).
- is organized logically with a strong introduction and body that provides specific information about what would be a perfect school day; however, the conclusion is a little weak (e.g., *In conclusion, if the school changed some things, it would make it a better school day for everyone*).
- uses transitions to enhance the meaning of the text (e.g., *First of all; If this happened*).
- includes vocabulary that makes the descriptions detailed and clear (e.g., *I think that if the time change was accepted, it would also help kids finish eating lunch*).
- is easy to read and exhibits varied sentence structures, including complex sentences (e.g., *Unfortunately [Unfortunately], if you asked most kids, the answers would be yes, yes, no*).
- displays a strong sense of audience, using rhetorical questions to draw in the reader (e.g., *Are you tierd [tired] at school? Are some classes boring?*).

NOTE: A Score Point 5 paper may have the same characteristics found in a Score Point 6 paper. The difference is that a Score Point 5 paper is very good, while a Score Point 6 paper is exceptional.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has one capitalization error (e.g., *japenese [Japanese]*).
- has some punctuation errors (e.g., *Lets [Let's]; The kids who went to school at 8:30, [no comma] would eat when they got out*).
- has some spelling errors (e.g., *tierd [tired], alot [a lot], allways [always]*).
- has some grammar and word usage errors (e.g., *I think that we should be able to chose [choose] which classes they [we] wanted [want] to take*).
- uses paragraphs effectively.
- has a few run-on sentences (e.g., *But, if you start your work on time, [no comma] & [and] don't stop, school time could be cut in half, [.] this [This] would give kids more time to relax & [and] get their homework done, which would also give kids enough time to sleep*) and one sentence fragment (e.g., *And finaly [finally], lunch*), which is most likely written for stylistic purposes.

Essay

Title: A Perfect School Day

Are you tierd at school? Are some classes boring? Do you have enough time to eat during lunch? Unfortunately, if you asked most kids, the answers would be, yes, yes, no. I think that if the school changed some things, school would be more enjoyable for kids like me.

First of all, I think that if the school day had different times that it started, kids would be able to learn better, because they wouldn't be tierd. Kids could chose set times when school started, such as 8:30, 10:30, and 12:30. If this happend though, school would end at different times. Because there is alot of time wasted in the classroom, school is longer. But, if you start your work on time, & don't stop, school time could be cut in half, this would give kids more time to relax & get their homework done, which would also give kids enough time to sleep. If this happend, I would probably chose 10:30 as the time school started for me, because I'm allways to tierd when school starts.

Second, some classes that students have to take are boring. I think that we should be able to chose which classes they wanted to take, of course the four core classes would have to be taken, but related arts classes such as gym, tech, and health should be optional, after school activities. Some other related art classes, or related arts classes that specialise on one thing should be avalible, for example, some people might want sewing, but instead of sewing pincoushions, they want to sew clothes, so a clothes sewing class. Or mabye someone wants to take art, but instead of drawing traditional, they want to draw using the japenese style of animie. (an-i-may). If this happened I would probably ask for the animie, sewing, band, & choir classes.

And finaly, lunch. Most kids feel rushed to eat their food. I think that if the time change was accepted, it would also help kids finish eating lunch. Lets say it was a 3 hour school day. The kids who went to school at 8:30, would eat when they got out, and the 10:30 and 12:30 kids would eat before they came, or the 10:30 kids would eat when they were done.

In conclusion, if the school changed some things, it would make it a better school day for everyone.

Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Writing Applications Rubric.

This sample

- adequately accomplishes the task (i.e., writes an essay that describes what a perfect school day would be like).
- stays mostly focused on the task and topic.
- includes sufficient information and supporting details that describe the perfect school day (e.g., *It would be fine with me if school started at eight or nine in the morning; Kids should be able to choose their classes*), but some of the details are not fully developed.
- is organized logically with a good introduction, an adequate body, and a conclusion that summarizes the writer's main points (e.g., *Have the day start later, let the kids choose their classes, give them opportunities [,] and these could be a perfect school day*).
- uses some transitions between ideas (e.g., *When the school day starts and when it ends are very important*).
- demonstrates control of vocabulary that is appropriate to the topic (e.g., *I would like it to start later, [,] those [Those] extra minutes of sleep can change the world!*).
- is easy to read and exhibits a variety of sentence structures, including some complex sentences.
- displays a good sense of audience (e.g., *I know that if you used some of my ideas—kids might enjoy school more and therefore do better*).

NOTE: A Score Point 4 paper represents a good performance. One factor that differentiates a Score Point 4 from Score Point 6 and Score Point 5 papers is the number of ideas and the development of these ideas.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has a few punctuation errors (e.g., *If the school does end up changing how the day is scheduled [,] I have some ideas*).
- has one spelling error (e.g., *schoolboard* [school board]).
- has a few grammar and word usage errors (e.g., *If kids were able to choose what classes [they wanted,] it would most likely cause them to be more enthusiastic about going to school*).
- demonstrates adequate paragraphing.
- has a few run-on sentences (e.g., *I would like it to start later, [,] those [Those] twenty extra minutes of sleep can change the world!*) and one sentence fragment (e.g., *As long as math, social studies, English, science, and gym were mandatory*).

Essay

Title: The Perfect School Day

If the school does end up changing how the day is scheduled I have some ideas. I know for instance that many kids would enjoy a longer lunch time. I hope you can change it, I know that if you used some of my ideas—kids might enjoy school more and therefore do better.

When the school day starts and when it ends are very important. I would like it to start later, those twenty extra minutes of sleep can change the world! It would be fine with me if school started at eight or nine in the morning. It could end at three or three-thirty so kids have plenty of time to do everything else with time to spare.

Kids should be able to choose their classes. As long as math, social studies, English, science, and gym were mandatory. I would probably not pick music appreciation. If kids were able to choose what classes it would most likely cause them to be more enthusiastic about going to school.

We should also have other opportunities during the day. For example: if a kid wanted to see what being a teacher like they could go and help out with a younger grade. As long as everything was okay with the schoolboard kids should be allowed to experiment.

In conclusion, to have a perfect school day it would be quite simple. Have the day start later, let the kids choose their classes, give them opportunities and these could be a perfect school day.

Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., writes an essay that describes what a perfect school day would be like), but the essay lacks development.
- stays somewhat focused on the task.
- provides some basic information and supporting details that describe the perfect school day (e.g., *Homeroom would be fifteen minutes long; You would have five hours in school*).
- attempts to organize ideas with a clear introduction (e.g., *The perfect school day would be*. [no period] *If [if] we had to be at school at 10:00 in the morning*), but the body of the essay needs more development, and the conclusion introduces a new topic about riding the bus.
- includes some transitions between ideas.
- uses basic vocabulary (e.g., *They would all be one hour long; You can also talk to your freinds* [friends] *if you want*).
- is easy to read; exhibits mainly simple sentence structures but attempts some complex sentences.
- displays some sense of audience (e.g., *We could take math, reading, lanuage* [language], *gym, science, and sewing*).

NOTE: The word **minimal** is often associated with a Score Point 3 paper. A Score Point 3 paper, like a Score Point 4 paper, has a list-like quality. However, a Score Point 4 paper provides some details and in-depth information, while a Score Point 3 paper shows minimal development of ideas.

Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has no punctuation errors.
- has some spelling errors (e.g., *insted* [instead], *lanuage* [language], *thersty* [thirsty], *freinds* [friends]).
- has no grammar or word usage errors.
- has adequate paragraphing.
- contains run-on sentences (e.g., *You could ride the bus home, walk home, get picked up from school, [or] you could ride a bike home*) and sentence fragments (e.g., *If we had to be at school at 10:00 in the morning*).

NOTE: In a Score Point 3 paper, errors do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.

Essay

Title: The Perfect School Day

The perfect school day would be. If we had to be at school at 10:00 in the morning. We could sleep in insted of waking up at 6:00 in the morning.

We could take math, reading, lanuage, gym, science, and sewing. They would all be one hour long. Homeroom would be fifteen minutes long. Passing period would be six minutes. So you can get a drink of water if you are thersty. You can use the restroom if you have to go. You can also talk to your freinds if you want. You can get to your locker if you for a longer time.

You would get out of school at 3:00. You would have five hours in school. You could ride the bus home, walk home, get picked up from school, you could ride a bike home. The bus would go everywhere you need it to. The only place it would not go is out of this city. That would be the perfect day of school.

Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Writing Applications Rubric.

This sample

- partially accomplishes the task (i.e., writes an essay that describes a perfect school day by giving some details about the benefits of the current school schedule).
- provides some information and includes some supporting details (e.g., *Then after every class I have free time in the gym, play volleyball, and Basket ball* [Then after every class, I have free time in the gym to play volleyball and basketball]).
- minimally attempts to organize, but there is no clear introduction, the body is undeveloped, and the conclusion is missing.
- shows some evidence of transitions between ideas (e.g., *Then after every class*).
- uses a limited vocabulary (e.g., *In every class I have [,] I don't have homework [.]*).
- is easy to read; attempts some sentence variety, including complex sentences.
- demonstrates some sense of audience (e.g., *When I arrive at school [at] 8:00 [,] I get excited, [no comma] because I only have five classes*).

NOTE: On the positive side, the Score Point 2 paper communicates some ideas. However, the overall lack of writing skills limits the writer's ability to communicate these ideas effectively.

Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has a few capitalization errors (e.g., *Basket ball* [basketball]).
- has some errors in punctuation (e.g., *When I arrive at school [at] 8:00 [,] I get excited, [no comma] because I only have five classes*).
- has a spelling error (e.g., *classe* [class]).
- has some errors in grammar and word usage (e.g., *Then after every class I have free time in the gym, play volleyball, and Basket ball* [Then after every class, I have free time in the gym to play volleyball and basketball]).
- consists of one indented paragraph.
- has no run-on sentences or sentence fragments.

NOTE: In a Score Point 2 paper, errors are typically frequent in a relatively brief writing sample.

Essay

Title: _____ Perfect Day at school: _____

When I arrive at school 8:00 I get excited, because I only have five classes. My classes are
Geography P.E Keyboarding, English, Academic lab. Then after every class I have free time in the
gym, play volleyball, and Basket ball. In every class I have I don't have homework

Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Writing Applications Rubric.

This sample

- does not accomplish the task (i.e., describes a specific school the writer would like to attend but does not describe what a perfect school day would be like).
- includes little information and provides few relevant details (e.g., *I would want [to] leave at 12:05*).
- has a limited introduction, lacks a body of supporting details, and has no conclusion.
- exhibits less than minimal writing technique.
- uses rudimentary vocabulary.
- demonstrates little sense of audience.

NOTE: Although Score Point 1 is the lowest score point, the paper attempts some meaning. At this level, problems in sentence structure may limit the writer's ability to communicate ideas.

Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has capitalization errors (e.g., *Might* [might], *sociAl stuDiES* [social studies]).
- has errors in punctuation (e.g., *I would want [to] leave at 12:05. [,]*).
- has a spelling error (e.g., *these* [the]).
- has correct grammar but has a word usage error (e.g., *I would want [to] leave at 12:05*).
- has no paragraphing.
- has no run-on sentences or sentence fragments.
- has significant errors in a very brief writing sample.

Essay

Title: _____ Be sure to include _____

I would want to go to N. D. for school. I would want leave at 12:05. and these classes I Might
take are math, P.E., SCIENCE, sociAl stuDiES, art, and health

INTRODUCTION TO READING/WRITING TASKS

The second component of the applied skills section of *ISTEP+* at Grades 4 through 8 and Grade 10 is a reading/writing task. The reading/writing task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading/writing task consists of one or two passages of text, multiple-choice questions, open-ended questions, and one extended-response question. Because this is a reading comprehension test, all the information students need in order to answer the questions correctly is in the text. All responses should be based on information from the text.

Rubrics are used to score the open-ended applied skills questions. **The rubrics describe the levels of performance and ensure that the responses are scored fairly and objectively.** There are three kinds of rubrics used to score the reading/writing tasks.

- **Reading Comprehension**

Reading Comprehension Rubrics are used to score the open-ended questions and extended-response question. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. Students may receive a maximum of two points.

- **Writing Applications**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Writing Applications. The Extended Response Writing Applications Rubric is based on the Writing Applications Rubric used to score the writing prompt. It assesses how well the students organize and communicate their thoughts in writing. Students may receive a maximum of four points.

- **Language Conventions**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Language Conventions. The Language Conventions Rubric assesses how well the students use language conventions such as paragraphing, grammar, word usage, spelling, and punctuation. Students may receive a maximum of four points.

INTRODUCTION TO READING/WRITING TASKS (cont.)

The following pages show the multiple-choice questions, the open-ended questions, and the extended-response question. For the multiple-choice questions, the correct response is indicated. Sample responses, exemplars, and rubrics accompany each open-ended question. The Reading Comprehension exemplars provided for all questions are not necessarily the only correct responses possible. In many cases, other relevant responses may be accepted. Each sample response is accompanied by an explanation of the score point it received. The open-ended questions are scored only for Reading Comprehension; however, the extended-response question is scored for Writing Applications and Language Conventions in addition to Reading Comprehension.

All questions used in the reading/writing task are based on the skills outlined in the Indiana Academic Standards through Grade 6 on page 7 of this guide. Teachers are encouraged to discuss both the Indiana Academic Standards and the examples given in this guide with students and parents. Teachers may also use these examples and similar questions to teach students strategies that will help them become more efficient readers, locate information in a text, and support an opinion with information from the text.

Test 4: English/Language Arts

For Test 4, you will read an article and a story. You will answer questions based on each passage. Then you will write an essay on a related topic.

Have you ever wondered what the first computers were like? First you will read “Dr. Grace Hopper: Dare and Do,” an article about a Navy officer’s work with one of the first computers in the United States.

Now read “Dr. Grace Hopper: Dare and Do” and do Numbers 1 through 7. You may look back at the article as often as you like.

Pre-Reading

The reading passages are preceded by an introduction that helps the student to focus on the upcoming task.

Following the introduction, the student reads “Dr. Grace Hopper: Dare and Do” and “Fireflies.” A copy of these passages accompanies the student’s responses to the applied skills section.

Test 4—Question 1

READING: Literary Response and Analysis

- 1** This article can be classified as a form of biography because it
- ☐ uses dialogue
 - ☐ takes place many years ago
 - ☒ provides an account of one person’s life
 - ☐ gives one person’s opinion about an important issue

Test 4—Question 2

READING: Comprehension

- 2** You want to compare the speed of early computers with that of today’s computers. In which section of the article will you find this information?
- ☒ The Mark I
 - ☐ Computer Language
 - ☐ A Futuristic Vision
 - ☐ The Computer Bug

Test 4—Question 3
READING: Comprehension

- 3** The article suggests that Dr. Hopper was curious throughout her life. Give ONE example from the article that shows how she was curious as a child. Give ANOTHER example of how she shows curiosity as an adult.

How Grace shows curiosity as a child	How Grace shows curiosity as an adult

Exemplars:

How Grace shows curiosity as a child

- takes apart alarm clocks
- is interested in how things are put together (building kits)
- wants to become an engineer/study how things work
- other relevant text-based response

How Grace shows curiosity as an adult

- wants to become an engineer
- wants to find out how a computer works
- wants to write program that can do basic work over and over again
- wants to have a computer language that responds to words/Flow-matic/COBOL
- other relevant text-based response

Rubric:

- 2 points** version of one exemplar for each part
- 1 point** version of one exemplar for one part only
- 0 points** other

SCORE POINT 2

- 3** The article suggests that Dr. Hopper was curious throughout her life. Give ONE example from the article that shows how she was curious as a child. Give ANOTHER example of how she shows curiosity as an adult.

How Grace shows curiosity as a child	How Grace shows curiosity as an adult
When she was seven years old, Grace Murray decided she just had to find out what made an alarm clock work.	Dr. Hopper was thrilled with her first glimpse of the computer. "That's the prettiest, fanciest gadget I ever saw," she thought. She had to find out how it worked.

Test 4—Question 3 Score Point 2

The response provided in the left box is a version of the first "How Grace shows curiosity as a child" exemplar. The response provided in the right box is a version of the second "How Grace shows curiosity as an adult" exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 3** The article suggests that Dr. Hopper was curious throughout her life. Give ONE example from the article that shows how she was curious as a child. Give ANOTHER example of how she shows curiosity as an adult.

How Grace shows curiosity as a child	How Grace shows curiosity as an adult
She took apart 7 clocks	She joined the Navy

Test 4—Question 3 Score Point 1

The response provided in the left box is a version of the first "How Grace shows curiosity as a child" exemplar. The response provided in the right box is incorrect. Therefore, the response receives a Score Point 1.

Test 4—Question 3
Score Point 0

Both parts of the response are incorrect. Therefore, the response receives a Score Point 0.

SCORE POINT 0	
<p>3 The article suggests that Dr. Hopper was curious throughout her life. Give ONE example from the article that shows how she was curious as a child. Give ANOTHER example of how she shows curiosity as an adult.</p>	
<p>How Grace shows curiosity as a child</p>	<p>How Grace shows curiosity as an adult</p>
<p>Dr. Hopper was thrilled with Her first glimpse of the computer</p>	<p>IN 1930 She married Vincent Hopper.</p>

NOTE: The responses to Numbers 3, 5, 7, and 10 (the open-ended questions) do not have to be written in complete sentences to receive credit. Errors in spelling, punctuation, and grammar are also not considered when scoring these responses.

Test 4—Question 4
READING: Comprehension

- 4** Which of these statements BEST supports the author’s opinion that Grace Hopper had a “fighting spirit”?
- ☐ She helped make “computer bug” an everyday term.
 - ☐ She learned about computers after she joined the Navy.
 - ☐ She worked with the Mark I even though it was as large as a semi-truck.
 - ☒ She created a computer language even though people made fun of her idea.

Test 4—Question 5
READING: Comprehension

- 5** In her work with computers, Dr. Hopper had to solve problems. Identify ONE problem that Dr. Hopper encountered and explain how she solved that problem.

Problem: _____

Solution: _____

Exemplars:

Problem

- computers were too slow
- computer programs had to start from scratch each time
- computers needed to respond to words as well as numbers
- computers should be used by anyone, not just programmers
- computer wouldn't work
- other relevant text-based response

Solution

- developed a program that would do the basic work over and over/developed a compiler
- developed a computer language/Flow-matic/COBOL
- found the reason: a bug
- other relevant text-based solution

NOTE: No credit is given for a solution when the problem has not been identified.

Rubric:

- | | |
|-----------------|--|
| 2 points | identifies a problem and gives the solution |
| 1 point | identifies a problem without giving the solution |
| 0 points | other |

SCORE POINT 2

- 5** In her work with computers, Dr. Hopper had to solve problems. Identify ONE problem that Dr. Hopper encountered and explain how she solved that problem.

Problem: Dr. Hopper encountered that computers back then could only respond to numbers and not words. She wanted to make a computer that responded to both.

Solution: Dr. Hopper decided to develop a computer language called flow-matic which reorganized twenty common business terms.

Test 4—Question 5 Score Point 2

The first part of the response is a version of the third "Problem" exemplar. The second part of the response is a version of the second "Solution" exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 5** In her work with computers, Dr. Hopper had to solve problems. Identify ONE problem that Dr. Hopper encountered and explain how she solved that problem.

Problem: She wanted computers to respond to words instead of numbers.

Solution: It took her three years of dedication but she did it.

Test 4—Question 5 Score Point 1

The first part of the response is a version of the third "Problem" exemplar. The second part of the response is incorrect. Therefore, the total response receives a Score Point 1.

Test 4—Question 5
Score Point 0

Both parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

SCORE POINT 0

- 5** In her work with computers, Dr. Hopper had to solve problems. Identify ONE problem that Dr. Hopper encountered and explain how she solved that problem.

Problem: She told everybody how fantastic these computers really are and everbody liked them.

Solution: She told children to and they ased there mother's for money

Test 4—Question 6
READING: Comprehension

6 Study this outline for the first section of the article.

I. Introduction

A. Childhood Interests

1) _____

2) Building Kits

B. Education

C. Marriage

D. United States Navy

Which of these BEST completes the outline?

- ☒ Alarm Clocks
- ☐ Physics and Math
- ☐ Lack of Opportunity
- ☐ Computer Programming

Test 4—Question 7
READING: Comprehension

- 7** Dr. Hopper gave this advice to young people: “Ships are safe in port, but that’s not what ships are built for.”

In your own words, explain what Dr. Hopper meant by this statement.

Provide ONE example from the article that shows how Dr. Hopper followed her own advice.

Exemplars:

Part I

- Try new things./Do more than what is comfortable for you.
- Don’t give up even when others tell you it can’t be done.
- other relevant response that indicates the student understands Hopper’s advice

Part II

- wanted to be an engineer/studied math and physics when there were few opportunities for women in engineering
- worked with the Mark I/wanted to find out how a computer worked
- developed a compiler/a program that would do basic work over and over again
- developed a computer language/Flow-matic/COBOL
- other relevant text-based response

Rubric:

- | | |
|-----------------|--|
| 2 points | a version of one exemplar for Part I and a version of one exemplar for Part II |
| 1 point | a version of one exemplar for Part I
OR a version of one exemplar for Part II |
| 0 points | other |

SCORE POINT 2

- 7** Dr. Hopper gave this advice to young people: “Ships are safe in port, but that’s not what ships are built for.”

In your own words, explain what Dr. Hopper meant by this statement.

She meant to explore, take risk, and challenged yourself instead
of keeping it “safe.”

Provide ONE example from the article that shows how Dr. Hopper followed her own advice.

She created a computer language instead of just sticking to the
usual numbers.

Test 4—Question 7 Score Point 2

The first part of the response is a version of the first Part I exemplar. The second part of the response is a version of the fourth Part II exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 7** Dr. Hopper gave this advice to young people: “Ships are safe in port, but that’s not what ships are built for.”

In your own words, explain what Dr. Hopper meant by this statement.

Dr. Hopper meant that computers are fun, but that’s not what
we use them for.

Provide ONE example from the article that shows how Dr. Hopper followed her own advice.

She thought that computers needed to respond with words, not
just numbers, so she put in words to respond with into the
computer.

Test 4—Question 7 Score Point 1

The first part of the response is incorrect. The second part of the response is a version of the fourth Part II exemplar. Therefore, the total response receives a Score Point 1.

Test 4—Question 7
Score Point 0

Both parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

SCORE POINT 0

7 Dr. Hopper gave this advice to young people: “Ships are safe in port, but that’s not what ships are built for.”

In your own words, explain what Dr. Hopper meant by this statement.

She means computers are safe to play games on, but that is not
what they are built for.

Provide ONE example from the article that shows how Dr. Hopper followed her own advice.

She always did work on her computer and she never played
around on it.

Test 4—Question 8
READING: Literary Response and Analysis

- 8** Which of these statements best describes how the boys MOST LIKELY feel about their grandfather?
- ☐ The boys love their grandfather because he is playful and silly.
 - ☐ The boys think their grandfather plays too many tricks on them.
 - ☒ The boys admire their grandfather because he is knowledgeable and wise.
 - ☐ The boys enjoy their grandfather but wish he would spend more time with them.

Test 4—Question 9
READING: Literary Response and Analysis

- 9** This story is an example of
- ☐ a folktale
 - ☐ a mystery
 - ☒ realistic fiction
 - ☐ science fiction

Test 4—Question 10
READING: Literary Response and Analysis

10 How does the setting of “Fireflies” change from the beginning of the story to the end?

How does this change of setting affect the outcome of the story?

Exemplars:

Part I

- At the beginning of the story, the sun is setting. At the end, it is dark.
- At the beginning of the story, they are walking through fields. Later in the story, they are at the slough.
- At the beginning of the story, they walk to the slough. At the end, they walk back to the farmhouse.
- other relevant text-based response

Part II

- The story would not have the same outcome if it did not get dark enough for the fireflies to come out.
- The trick with the fruit jar would not have worked as well if they had not walked to the slough.
- If they had not walked back from the slough to the farmhouse, there would be no reason to use the firefly lantern.
- other relevant text-based response

NOTE: To earn two points, the student must show some relationship between the answer to Part I and the answer to Part II.

Rubric:

- | | |
|-----------------|---|
| 2 points | a version of one exemplar from Part I with a correct supporting exemplar from Part II |
| 1 point | a version of one exemplar from Part I only |
| 0 points | other |

SCORE POINT 2

- 10** How does the setting of “Fireflies” change from the beginning of the story to the end?

In the beginning their walking to the slough and the sun is going down and at the end its night.

How does this change of setting affect the outcome of the story?

It changes the outcome of the story because in the beginning the fireflies wouldn't be out but in the end they did.

Test 4—Question 10 Score Point 2

The first part of the response is a version of the first Part I exemplar. The second part of the response is a version of the first Part II exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 10** How does the setting of “Fireflies” change from the beginning of the story to the end?

It changed from a slough to a farmhouse.

How does this change of setting affect the outcome of the story?

Its probably not as cold.

Test 4—Question 10 Score Point 1

The first part of the response is a version of the third Part I exemplar. The second part of the response is incorrect. Therefore, the total response receives a Score Point 1.

Test 4—Question 10
Score Point 0

Both parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

SCORE POINT 0

10 How does the setting of “Fireflies” change from the beginning of the story to the end?

Because it's about the grandpa playing a trick on the boys

How does this change of setting affect the outcome of the story?

Because you think that it's about fireflies in science fiction not a trick!

Test 4—Question 11
READING: Literary Response and Analysis

11 Read this sentence from the story.

And as they did, the lights of the slough came on, one after another, until the air was swimming with tiny lights.

The author uses the word *swimming* to describe the

- ☐ coolness of the air
- ☐ dampness of the air
- ☐ brightness of the fireflies
- ☒ movement of the fireflies

Test 4—Question 12
READING: Literary Response and Analysis

12 How does the grandfather's "quiet way" affect the boys as they walk to the slough?

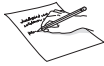
- ☒ It keeps the boys from teasing and complaining.
- ☐ It makes the boys noisier and more talkative than usual.
- ☐ It makes the boys feel free to run through the wet grass.
- ☐ It keeps the boys from getting answers to their questions.

Test 4—Question 13

READING: Literary Response and Analysis

WRITING: Applications/English Language Conventions

13



Imagine that the boys' grandfather wants to tell an old friend about his two grandsons. How would he describe and explain his relationship with the boys?

Write an essay from the point of view of the grandfather in "Fireflies." In your essay, imagine that the grandfather is telling a friend about his relationship with his grandsons. **Be sure to include at least TWO different details from the story in your response.**

You may use the space below to plan your writing. Using the Editing Checklist on page 61, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

Remember, your essay should be well organized and have an introduction, a body, and a conclusion.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Extended Response Writing Applications Overview Grades 6–12

Score	Does the writing sample
4	<ul style="list-style-type: none"> • fully accomplish the task? • include many relevant ideas? • organize ideas logically? • exhibit very good word usage? • demonstrate very good writing technique? • demonstrate effective adjustment of language and tone to task and reader?
Score	Does the writing sample
3	<ul style="list-style-type: none"> • accomplish the task? • include relevant ideas? • organize ideas logically? • exhibit good word usage? • demonstrate good writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
2	<ul style="list-style-type: none"> • minimally accomplish the task? • include some relevant ideas? • exhibit an attempt to organize ideas logically? • exhibit ordinary word usage? • demonstrate adequate writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
1	<ul style="list-style-type: none"> • only partially accomplish or fail to accomplish the task? • include few relevant ideas? • exhibit a minimal attempt to organize ideas logically? • exhibit minimal word usage? • demonstrate minimal or less than minimal writing technique? • demonstrate language and tone that may be inappropriate to task and reader?

NOTE: This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 4
A Score Point 4 paper represents a solid performance. It fully accomplishes the task.
Ideas and Content
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide ample information and more than adequate supporting details that are developed? • explore many facets of the topic?
Organization
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)
Style
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?
Voice
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 3
<p>A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p>
<p>Ideas and Content</p> <p>Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea? (Writing may include minor tangents.) • stay mostly focused on topic and task? <p>Does the writing sample include relevant ideas? Does it</p> <ul style="list-style-type: none"> • include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.) • explore some facets of the topic?
<p>Organization</p> <p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)? • generally progress in an order that enhances meaning of text? • include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)
<p>Style</p> <p>Does the writing sample exhibit good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning? • demonstrate control of basic vocabulary? <p>Does the writing sample demonstrate good writing technique?</p> <ul style="list-style-type: none"> • Is the writing fluent? • Does it exhibit some varied sentence patterns, including some complex sentences? • Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?
<p>Voice</p> <p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.) • demonstrate some sense of audience? • attempt an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 2
<p>A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>
<p>Ideas and Content</p> <p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic?
<p>Organization</p> <p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)
<p>Style</p> <p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate adequate writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable?
<p>Voice</p> <p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 1

A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish or fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)?

- Writing may attempt a main idea, or the main idea may be difficult to discern.
- Does the writing sometimes lose focus or ineffectively establish focus?

Does the writing sample include few relevant ideas?

- Does the writing sample include little information and few or no details?
- Writing may explore only one or two facets of the topic.

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing, unclear, or difficult to discern.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Words may be used incorrectly.)
- demonstrate minimal or less than minimal control of vocabulary?

Does the writing sample demonstrate minimal or less than minimal writing technique?

- Does the writing exhibit some or little fluency?
- Does it rely mostly on simple sentences or demonstrate problems with sentence patterns?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Language Conventions Rubric Grades 6–8

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Do words have very few or no capitalization errors? • Do sentences have very few or no punctuation errors? • Do words have very few or no spelling errors? • Do sentences have very few or no grammar or word usage errors? • Writing has very few or no paragraphing errors. • Writing has very few or no run-on sentences or sentence fragments.
Score	Does the writing sample exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> • Do words have occasional capitalization errors? • Do sentences have occasional punctuation errors? • Do words have occasional spelling errors? • Do sentences have occasional grammar or word usage errors? • Writing may have occasional paragraphing errors. • Writing may have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Do words have frequent capitalization errors? • Do sentences have frequent punctuation errors? • Do words have frequent spelling errors? • Do sentences have frequent grammar or word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Do words have many capitalization errors? • Do sentences have many punctuation errors? • Do words have many spelling errors? • Do sentences have many grammar and word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–8.

Reading Comprehension Rubric

SCORED FOR READING	
Reading Comprehension Exemplars:	
<ul style="list-style-type: none"> • We live in a farmhouse with a slough nearby. • We took a trip to the slough to see the fireflies. • They don't complain if you promise them a surprise./The boys like surprises. • They were very excited to see the firefly lantern. • They like to pretend that they are on a secret mission. • I like to teach them things, like making a firefly lantern. • other relevant text-based response 	
Reading Comprehension Rubric:	
Score	
2	versions of two exemplars
Score	
1	a version of one exemplar
Score	
0	other

Extended Response Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- fully accomplishes the task (i.e., writes a clear, detailed essay from the grandfather's point of view about his relationship with his grandsons).
- uses more than adequate supporting details (e.g., *The air was swimming with tiny lights; We started teasing the fireflies into the jar until we got dozens of them*).
- is logically organized with a strong introduction (e.g., *Well, it all started on a beautiful night when I decided to take the boys for a walk to the slough*), a body of support, and a clear conclusion.
- uses an appropriate range of vocabulary to describe the grandfather's relationship with his grandsons (e.g., *Then I got out the fruit jar [,] and I told the boys it was going to be our flashlight on the way home*).
- is fluent and easy to read and uses a variety of sentence patterns, including complex sentences (e.g., *When we saw the lights of the farmhouse [,] I set all of them free [,] and I told the boys it was part of the fun*).
- demonstrates a good sense of audience (e.g., *Hey, I have a story for you. It's about my two grandsons*).

Extended Response Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has a few punctuation errors (e.g., *Thats* [That's]).
- has a few spelling errors (e.g., *waked* [walked], *gransons* [grandsons]), although these are most likely of the first-draft variety.*
- has no grammar or word usage errors.
- uses paragraphs effectively.
- has no run-on sentences or sentence fragments.

*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

Essay

My Old Friend

How are you doing? It's nice to be able to write to you again. Hey, I have a story for you. It's about my two grandsons. Boy are they something else. Well, it all started on a beautiful night when I decided to take the boys for a walk to the slough.

I was doing this for a reason. I knew it was going to get dark so I was waiting until the fireflies came out. So as we waked I kept as quiet as I could so the boys wouldn't complain or tease. When we got there it was just starting to get dark. Not long after that I told the boys to wait and then it happened. The air was swimming with tiny lights.

Then I got out the fruit jar and I told the boys it was going to be our flashlight on the way home. We started teasing the fireflies into the jar until we got dozens of them. Thats when we started walking home. When we saw the lights of the farmhouse I set all of them free and I told the boys it was part of the fun. It was a wonderful night to spend with my gransons!

Reading Comprehension Score Point 2

The response (shown above) includes a version of the second exemplar (e.g., *I decided to take the boys for a walk to the slough*), and the fourth exemplar (e.g., *We started teasing the fireflies into the jar until we got dozens of them*). Therefore, this response receives a Score Point 2.

Extended Response Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- accomplishes the task (i.e., writes an essay from the grandfather's point of view about his relationship with his grandsons and provides some supporting details).
- includes sufficient information to accomplish the task (e.g., *I pulled out a jelly jar and told them to wait [a] little longer*).
- logically organizes ideas with an introduction, a brief body of support, and a brief conclusion.
- demonstrates a good control of vocabulary (e.g., *The boys were quiet as if the [they] were on a mission*).
- is easy to read and uses a variety of sentence patterns, including complex sentences (e.g., *When they saw the fireflies [,] they looked stuned [stunned]*).
- demonstrates a sense of audience (e.g., *I love my grandsons so much [,] and I would do anything for them*).

Extended Response Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has a capitalization error (e.g., *so [So] they did*).
- has some errors in punctuation (e.g., *It was getting dark [,] the perfect time [to] see fireflies*).
- has some spelling errors (e.g., *the [they], explanned [explained]*).
- has mostly correct grammar and word usage.
- demonstrates adequate use of paragraphing.
- has a run-on sentence (e.g., *The boys didn't want me to [,] but I did [,] then [Then] I explanned [explained] to them why I did what I did*) but no sentence fragments.

NOTE: In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language conventions errors.

Essay

My grandsons are so special to me. One day I took them on a little walk through the slough. It was getting dark the perfect time see fireflies. The boys were quiet as if the were on a mission. As we neared the farm house thats when they started talking. I pulled out a jelly jar and told them to wait little longer. When they saw the fireflies they looked stuned. I said "Just tease them in gently". so they did. We walked with them in the jar all the way to the farm house. Then I let them go. The boys didn't want me to but I did then I explanned to them why I did what I did I love my grandsons so much and I would do anything for them.

Reading Comprehension Score Point 2

The response (shown above) includes versions of the second exemplar (e.g., *One day I took them on a little walk through the slough*) and the fourth exemplar (e.g., *"Just tease them in gently"*). Therefore, this response receives a Score Point 2.

Extended Response Writing Applications

Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., writes an essay from the grandfather's point of view about his relationship with his grandsons and stays somewhat focused, but the response is very brief).
- provides some supporting details from the text (e.g., *I let them catch some and tease them by pating [putting] them in a jarw [jar]*).
- attempts to organize with a weak introduction, body, and conclusion (e.g., *Thats [That's] my relation ship [relationship] with my grand sons [grandsons]*).
- uses basic vocabulary (e.g., *I went [wanted] to show them a fire flie [firefly]*).
- attempts to use a variety of sentence patterns, including the use of imagery (e.g., *I [It] was like a green swimming pool in the air*).
- has some sense of audience.

Extended Response Language Conventions

Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has a capitalization error (e.g., *Gradsons [grandsons]*).
- has several spelling errors (e.g., *wereso [were so]*, *pating [putting]*, *jarw [jar]*).
- has some punctuation errors (e.g., *Thats [That's]*).
- has a few grammar and word usage errors (e.g., *me and my Gradsons [My grandsons and I]*).
- consists of one indented paragraph.
- has run-on sentences (e.g., *The [they] wereso [were so] excited [.] I let them catch some and tease them by pating [putting] them in a jarw [jar]*).

NOTE: The Score Point 2 paper communicates some ideas. However, frequent errors may impair the flow of communication.

Essay

It was night time me and my Gradsons wentout side. I went to show them a fire flie. The wereso excited I let them catch some and tease them by pating them in a jarw. I was like a green swimming pool in the air. Thats my relation ship with my grand sons

Reading Comprehension

Score Point 1

The response (shown above) includes a version of the fourth exemplar (e.g., *The [They] wereso [were so] excited*) but a second text-based detail is not given. Therefore, this response receives a Score Point 1.

Extended Response Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- does not accomplish the task (i.e., attempts to write an essay from the grandfather's point of view about his relationship with his grandsons but provides minimal details).
- is too brief to establish a focus or provide significant information.
- attempts a basic idea but does not develop it with supporting details (e.g., *Just tell him that he is Just [just] your grand father [grandfather]*).
- is too brief to provide evidence of organization.
- demonstrates less than minimal writing technique.
- is too brief to show a clear sense of audience.

Extended Response Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has a capitalization error (e.g., *Just [just]*).
- has no punctuation errors.
- has some spelling errors (e.g., *grand father [grandfather]*, *i's [it's]*).
- has mostly correct grammar and word usage.
- has no paragraphs.
- consists of one run-on sentence (e.g., *Just tell him that he is Just [just] your grand father [grandfather.] i's [It's] the only thing you got [have] to say).*

Essay

Just tell him that he is Just your grand father i's the only thing you got to say.

Reading Comprehension

Score Point 0

The response (shown above) includes no versions of any of the exemplars. Therefore, this response receives a Score Point 0.

CTB/McGraw-Hill
20 Ryan Ranch Road
Monterey, California 93940-5703
800.538.9547 | www.ctb.com



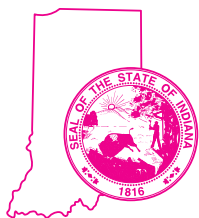
The McGraw-Hill Companies

Grade 7

English/Language Arts

Fall 2008

Teacher's Scoring Guide



Indiana Department of Education